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ABSTRACT

This monograph is designed to help those working in pupil personnel services to develop an understanding of consultation, to become aware of strategies for encouraging educators to participate in guidance efforts, and to learn specific consultation functions and approaches. A comprehensive training program is described. A reference list and planning forms are included so that the user can develop a systematic plan for beginning consultation efforts. The described functions, approaches, or forms may be modified to match the interests and strengths of those using the material. (Author/CKJ)

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CONSULTATION SKILLS FOR PUPIL PERSONNEL SERVICES STAFF

by

I. Thomas Quinn

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CONSULTATION SKILLS FOR PUPIL PERSONNEL SERVICES STAFF

I. Thomas Quinn

This monograph is written to help you as a Pupil Personnel Service person to develop an understanding of consultation, to become aware of strategies for encouraging educators to participate in guidance efforts, and to learn specific consultation functions and approaches. It is hoped that reading it will help you to acquire the skills needed for becoming a consultant. If success with your beginning consultation efforts motivates you to learn advanced consultant competencies, you will find a comprehensive training program described. A reference list and planning forms are included so that you can develop a systematic plan for your beginning consultation efforts. You are encouraged to modify any of the described functions, approaches, or forms in ways that will match your interests and strengths most effectively.

Orientation

Consultation is not a new development. It came into existence during the 1940's in the Mental Health and Business fields. Dr. Gilbert Wrenn in his 1962 publication, The Counselor in a Changing World, urged school counselors to develop consultant skills. Many elementary counselors and school psychologists have served as consultants.

The alarming rise in school-related and/or student problems points up the need for consultation in all schools. Pupil personnel services staff members are well aware of public concern about truancy, vandalism, heavy student use of drugs, and reading disabilities.

Mental health statistics from a recent report of the Joint Commission on the Mental Health of children (Berkowitz, 1975) indicate that about 4,000,000 school-age children are in need of some form of professional

mental health care, and that less than 500,000 are receiving that help. Most of these "walking wounded" attend our schools.

Manpower necessary to meet this demand is lacking; there are insufficient therapists to provide service in schools. Pupil personnel services staff, with their heavy work loads and current job descriptions, cannot be expected to assume total responsibility for an adequate response to these problems. What is the answer? It is not remediation or therapy, as schools are not hospitals or clinics. A solution does lie in the area of prevention.

Prevention means creating a school environment which supplies the conditions that are a necessary prerequisite to student growth and learning. It is important to recognize that if such an environment is to exist, all school staff members must be involved in guidance activities which foster student growth. Securing the cooperation of all educators and training them to assume guidance roles is not an easy task, but it is worth the effort when you consider the following:

1. School is often the place where student problems first become apparent and therefore provides a natural vehicle for early identification of students with emotional problems. Early referral for treatment can help to prevent the development of major emotional problems.

2. School has a major influence on students' self-concepts; students go home from school happy or sad. Their parents determine the school's influence from the way their sons or daughters feel about themselves.

3. School is where students spend five days each week during their school years. Therefore, the school possesses great potential for providing youngsters with ongoing, meaningful assistance toward positive growth.

4. School is where conscientious, trained adults are. These adults (administrators, teachers, pupil personnel services staff, paraprofessionals) can be trained to assist in student growth (Berkowitz, 1975).

Thus, a significant need exists for all school personnel to be trained to assist students to grow. This training will be both formal and informal. Pupil personnel services staff, especially counselors and psychologists, should play a leading role in identifying their school

staff's training needs, and in planning and implementing professional development experiences, including consultation, to meet these needs. As a basis for their efforts they can use their skills in facilitating group discussions, assisting others to develop communication skills, and problem-solving. This is not to suggest that all pupil personnel services staff should spend all their time as consultants, but it is recommended that as many as possible spend part of their time as consultants. The reason is reflected in this statement:

> *The major goal of consulting is to multiply the effectiveness of the helping relationship by increasing the number of people who are capable of assisting students' growth as a necessary prerequisite to their being able to learn.*

Subgoals include (a) improving and enhancing the learning environment, (b) improving the communication flow among school personnel, and (c) developing a self-help organization. The specific priority assigned to these objectives will vary from school to school according to identified needs.

It is suggested that the beginning consultant should focus her/his early efforts on persons who will have the most impact on students' growth. Studies show that teachers fit this category and are the chief change agents in the lives of students. Studies further show that the principal's (college president's) support is necessary if any significant school-related change is to occur. Therefore, although consultants could work with many populations such as parents, administrators, paraprofessionals, or students, their early efforts should be directed toward the teachers and the principal. This monograph will focus on these two consultation areas.

Beginning Strategies for Encouraging School Personnel To Participate in Guidance Efforts

It is obvious that beginning efforts to encourage school personnel, especially teachers and principals (college presidents), to participate

in a guidance activity will be important. Therefore, the consultant should consider the following when planning the initial contacts:

1. School personnel are often skeptical about consultation because of their past experiences with consultants. Sometimes they remember that consultants acted as know-it-alls or that their recommendations failed.

2. School personnel may feel threatened.

3. Teachers sometimes perceive that they themselves contribute to the problem.

4. Lippitt (Lippitt & Lippitt, 1967) described a fruitful, helpful consultant relationship as "one which is characterized by mutual trust; recognition that the helping situation is a joint exploration; listening is important, with the helper listening more than the individual receiving the help; behavior by the helper which is calculated to make it easier for the individual receiving help to talk" (p. 67).

5. Consultants must establish whether the major block to an individual's participation, regardless of the problem(s), is (a) lack of understanding that a problem(s) exists, (b) lack of clarity in terms of her/his objectives, (c) lack of confidence that s/he can resolve the problem(s), and/or (d) lack of skill(s) needed to resolve the problem(s).

6. Consultants should keep in mind that they are operating with individuals and/or groups in what is often an impersonal, bureaucratic setting, and that change will occur only by attempts to modify both the people and the organization.

7. Unfortunately, significant change seldom comes peacefully; usually it evolves from conflict. Therefore, consultants must have the courage to speak out on unpopular issues.

A study of the above suggests the following *strategies* for encouraging school personnel, especially teachers and principals, to participate in a school's guidance efforts:

You as a consultant:

1. Should play the role of collaborator rather than expert.

2. Should explain to school personnel how they will receive not only beginning assistance but ongoing support, as a way of reassuring them that they are not alone. Thus, the risk of undertaking a new effort is minimized.

3. Should assure school personnel that you are not finding fault with them for not having dealt previously with the identified student problem(s). Your concern is in helping them to deal with the problem(s) now.

4. Should openly recognize their having many important demands on their time, but emphasize the importance of this project to the students' growth and learning.

5. Should identify any problem(s) or resistance to a person's participation and encourage her/his participation by assisting her/him to resolve the problem(s).

Using the above strategies will enable a consultant to *use the following process for developing and implementing beginning consultant efforts more effectively:*

You as a consultant:

1. Write a two- to three-page proposal to the school principal outlining the major goal of your pilot guidance consultant effort and describing the process you will use. This should include (a) how you will identify priority student guidance needs; (b) which teachers you will involve in your pilot effort; (c) your available resources; and (d) how you will assist the teachers with their planning, implementation, and evaluation efforts. You should explain that a successful pilot effort could provide the base of support for developing a more comprehensive consultation effort at a later date. Your emphasis will be on selling a limited consultation approach which will demonstrate whether consultation efforts will meet some important student needs not now being met. (The notion of a limited initial effort is more likely to enlist the principal's support than a comprehensive, major effort.)

2. Must have a sound rationale for your initial effort. You can develop this through a formal or informal needs assessment.

3. Select carefully the teachers for your pilot effort. Build success into your pilot effort by choosing teachers who are leaders and who have their colleagues' respect. They should be innovative, flexible, open, caring types of individuals. They should have reputations as being good but not outstanding teachers. (If a teacher in the pilot program is

too exceptional, s/he provides an excuse for other teachers not to follow her/his example. They may feel, "What's the use--she does everything better than anyone else.")

4. Identify and contact two or three teachers. Explain the pilot guidance proposal, emphasizing how it will help meet an identified priority student guidance need. If appropriate, explain how assisting students to meet the identified need could improve their class efforts.

> Example: *A pilot effort to help students improve their self-concepts could give them the support needed to risk; therefore, these students may be willing to attempt more difficult class assignments.*
>
> *You explain to each teacher that s/he is invited to volunteer for this important, pilot effort because of her/his strong personal and professional qualities. S/he is advised that it will be a collaborative effort. You have some answers. The teacher has some answers. Together you will develop more answers and thus improve their chances of success. You recognize the teacher(s) other, major responsibilities and therefore, suggest that the pilot be limited (e.g., one to two class periods). Advise the teacher that s/he may leave the project at any time if it becomes necessary. Emphasize that s/he will be involved in both the planning and the implementation efforts.*

5. Meet with the volunteer teachers to reach consensus on which of the previously identified student guidance needs have the most priority and are appropriate for classroom activities.

6. Have each teacher select one of the student guidance needs and write a plan for her/his class effort. (Use the Teacher Guidance Classroom Planning Form in the Appendix.) As a consultant you monitor the plan-writing and respond to questions. (Allow 15 minutes for each teacher to complete as much of the form as possible.)

7. Have each teacher read aloud her/his plan to a second volunteer teacher. The listeners are encouraged to offer constructive suggestions which will help to improve each teacher's guidance-related classroom plan. (Devote 15 minutes to discussing each teacher's plan.)

8. Invite each teacher to discuss her/his plan further with you if s/he needs added assistance.

9. Have each teacher conduct the pilot guidance effort with just one class. Then s/he can modify the plan if problems occur and try out the refined plan on another class.

10. Encourage the teachers to report their successes to their colleagues.

11. Request the principal to approve a second, more ambitious consultant effort which again is based on identified priority student guidance needs and begin the planning of this more comprehensive effort. You should take a step-by-step approach, each step slightly more ambitious than the last.

12. Should remain low-key, but should be willing to deal with confrontation when necessary. Confrontation often is necessary when you are attempting to explain that a major problem is not being met and are seeking volunteer teacher and/or administrative support.

13. Must recognize that you will perform most of your consultant services through individuals and small groups.

Start small, but start now!

You are encouraged to explore other change agent materials which will further assist your consultation efforts. These materials include Making Change Happen: Learning a Systematic Model for Change and Making Change Happen: Overcoming Barriers to Change (Benjamin & Walz, 1979).

Using the above process will enhance your abilities to plan and implement beginning guidance consultant functions such as the ones described in the next section.

Beginning Consultant Functions

Consultants perform a variety of functions for which they need to develop skills. Described below are a number of functions which experience demonstrates are most used by consultants. The February and March 1978 issues of the Personnel and Guidance Journal which were devoted to consultation emphasize them as well. These functions are: (1) Identifying priority student guidance needs, (2) Providing guidance planning assistance, (3) Serving as an instructor, (4) Serving as a resource person,

(5) Modeling guidance approaches, (6) Facilitating small groups, and (7) Coordinating guidance efforts.

1. Identifying Priority Student Guidance Needs

A school's guidance program or any major guidance effort should be designed to meet priority student needs. These needs can be identified by several means which include (a) a school guidance committee, (b) a questionnaire, and/or (c) a modified Delphi approach.

School Guidance Committee. Such a committee serves several valuable roles, a major one being to provide a vehicle for representatives of the school's total population to become involved in discussing and determining student priority guidance needs. This group should not be the only means for identifying these priorities. However, the committee is one good resource which can be used either to review and react to the results of a guidance needs assessment or, if time is limited, to develop a guidance needs list through brainstorming. It is important that this committee have broad membership to assure the consideration of a variety of perceptions. Members should include students, teachers, parents, counselors, psychologists, paraprofessionals, and administrators; and the committee should meet at least monthly if its members are to keep current with the school's guidance needs.

Questionnaire. A discussion which results in a needs list requires a highly structured approach. Therefore, the committee members could use a guidance needs assessment questionnaire similar to the one described below as a guide for their discussion. This questionnaire is designed for adults and older students; a modified form should be developed for younger students. The form can be used with or without a School Guidance Committee. Its purpose is to obtain the information needed to plan sound guidance efforts.

School Guidance Needs Assessment Questionnaire

Please write in the space before each statement your rating of our school's guidance efforts. Your ratings are based on your perspectives. Use the numbers 1, 2, 3, 4 or 5. The number 5 indicates that the efforts in this guidance area are exceptional, 4 indicates that the efforts in this area are very good, 3 and 2 are gradations in between, and 1 indicates that the efforts are inadequate.

Rating

_____ 1. Efforts to orient students to the school are effective.

_____ 2. Efforts to orient parents to the school are effective.

_____ 3. Planned educational and career information activities are sound.

_____ 4. Decision-making activities provide the students with the assistance they need for developing their educational and/or career plans.

_____ 5. Support is provided students so that they will develop and/or maintain positive self-concepts.

_____ 6. Efforts to assist students with their interpersonal relationship skills are effective.

_____ 7. An effective system for identifying students who have emotional or personal problems is in operation.

_____ 8. An effective system for referring students who have emotional or personal problems is in operation.

_____ 9. Free and open communication exists within the school.

_____ 10. Parents are routinely informed of their student's progress.

_____ 11. Parents are included when major efforts to assist their daughters or sons are being planned.

_____ 12. The school's environment is conducive to learning.

_____ 13. The school's guidance program has clear objectives and is frequently evaluated.

Check (x) which category describes you:

_____ Student

_____ Parent

_____ Teacher (department or grade level)

_____

_____ Aide (Circle one: Career Center, Classroom, Other _____)

_____ Administrator

_____ Counselor

_____ Psychologist

_____ Other

Modified Delphi needs assessment approach.

1. Have a group (7-10) of your faculty, parents, older students participate. Select involved, knowledgeable people.

2. Provide each person with a piece of paper. Have them list five guidance needs of their own, or of their colleagues or peers. (5 minutes)

3. Divide the participants into pairs, and have them share their lists. Each pair then combines the individual lists into a single list of five items. They must reach consensus and should not use compromise. (10 minutes)

4. Form groups of four from the pairs, and have each pair share its list with the other pair. The groups of four then combine the two lists of five items into a single list of five items. They must reach consensus. (10 minutes)

5. Write on newsprint or chalkboard one group's list. Have representatives from each of the remaining groups read their lists; compare them to the original list. Modify the original list to include other groups' items. (15 minutes)

6. Conduct a total group discussion. The purpose is to reach consensus on which items to include in a master list of the school's student guidance needs.

2. Providing Guidance Planning Assistance

A most important consultant service is to assist administrators and teachers to plan guidance efforts which will meet their students' identified priority guidance needs. Examples of planning forms are in the Appendix. The reader may also wish to refer to the possible principals' approaches on page 20.

3. Serving as an Instructor

Innovative consultation occasionally requires the use of periodic or continuous education of clients. The consultant must bring to bear whichever learning process is best suited to the need and situation. The consultant may act as a designer of learning experiences or a direct teacher.

Example: *If principals wish to learn better how to encourage their staffs to participate in new projects, a consultant could present and discuss how to use an appropriate tool such as a needs survey instrument. The results of a "mock" needs survey could be presented by a consultant at a simulated faculty meeting so that principals could experience a new approach for gaining their staffs' support. They would then practice what was observed with a partner, and later use the practiced approach with their own faculty.*

Example: *A consultant could instruct teachers on how to use a handbook which contains a number and variety of classroom guidance activities (e.g., Hawley & Hawley, 1975).*

Instruction is one approach the consultant can use in providing service. Educators are familiar with the teaching process and, therefore, will respond positively to sound instructional efforts.

4. Serving as a Resource Person

It will be easier to convince teachers and administrators that they have a responsibility for participating in guidance efforts if the consultant provides them with initial training for their new role(s), and assures them that they can rely on continuing assistance. Knowing that they will have support will help them commit themselves to the task, as it minimizes the risk they will experience as they attempt the new guidance functions.

A significant part of providing ongoing support is having the consultant serve as a resource person. This means that the consultant must establish her/his own guidance resource functions. Such functions might include: (a) being aware of school/community educational and/or career-related materials, media, and people so as to refer teachers and administrators to them or make arrangements for their use; (b) instructing teachers in how to provide a specific guidance activity for students such as testing; (c) advising teachers about how to use selected educational planning information; (d) showing teachers and administrators how their guidance activities relate to other school guidance activities; and (e) teaching teachers how to use small group activities to assist students to discuss their common career interests.

Example: *Students who are science majors read descriptions of science occupations and then discuss them.*

In short, a consultant can serve as a guidance resource person for teachers and administrators in a variety of ways. It is recommended that consultants construct their functions around their own strengths and their school's identified guidance needs. Resource persons should not place themselves in the position of being expected to respond to all guidance requests. They must carefully define their roles from the outset and provide advance guidelines on the kinds of services they will provide and how others can best utilize them.

5. Modeling Guidance Approaches

Modeling is one effective and efficient way to serve as a resource person and to demonstrate guidance activities to other school personnel. Modeling can be used in school work settings (classrooms, career centers) or in a structured small group setting. The purpose for the modeling will determine which setting is best. This type of resource function is emphasized because of its general applicability and frequent use.

Example: *In a Social Studies classroom a consultant models for the teacher how to lead a class discussion on why it is important to be concerned about other people. The consultant writes an example on the board: "I will help other people because sometimes I will need help from other people." Each student then writes his/her own reason on a slip of paper. The students then either read what they wrote or suggest other reasons which come to mind as a result of the discussion. These reasons are written on the board. The group then discusses and selects three reasons from the list which they feel are the most important. The teacher observes the activity. Following this observation the teacher and consultant can discuss and decide other types of guidance objectives which can be met by using this approach. The teacher then uses this technique when an appropriate opportunity presents itself. If the teacher is hesitant, s/he can invite the consultant to observe the first effort and assist if necessary.*

Example: *As part of a school's education and/or career planning program, a consultant models or demonstrates for a small group of teacher-advisors how to assist students to use materials on education and/or career training alternatives. Half of the teacher-advisors role play students while the other half practice the skills of the new role. They then reverse roles so that the participants have three experiences: (a) observing the consultant as a model who demonstrates how to identify and use selected education and/or career training alternative materials; (b) practicing the new teacher-advisor role; (c) role playing a student to experience a student's perceptions. This process provides an effective way for assisting educators to develop new skills in a safe environment.*

6. Facilitating Small Groups

A consultant often will use the facilitator role with small groups of teachers for such purposes as problem solving or planning guidance efforts. A good facilitator has the ability to guide group members to utilize their time in a highly productive way. The facilitator assists the group to define its purposes in clear terms.

Example: *The purpose of this group is to help you develop classroom strategies for assisting students to improve in following directions and in being able to work with others for long time periods.*

The facilitator helps a group discuss and establish operational rules by having them respond to a set of questions similar to the following:

How many participants will be in this group?

Will the members be chosen or will they volunteer?

Will the members be from a certain discipline (e.g., English) and/or grade level (e.g., 7th grade)?

How long will each session be? (One to two hours recommended.)

How often will meetings be held? (Daily, weekly, monthly; varies with the purpose.)

Where will the meetings be held?

Will all of the members' comments be welcome?

Will criticisms of members' comments be permitted?

Will a summary of the members' comments be made by the facilitator or by a recorder at the conclusion of each session?

The facilitator reviews the agreed-on operational rules at the beginning of each meeting. All group members should be encouraged to speak. It is important that the facilitator not allow any one person to dominate the discussions. The consultant requests that group members state their feelings about the process at the conclusion of each session. S/he uses the shared feelings as well as a summary of the group's discussion after each session as a basis for planning future sessions. Thus, an effective facilitator is one who keeps a group moving toward completing their guidance tasks in a reasonable time period and in an effective way.

7. Coordinating Guidance Efforts

It is necessary for a consultant to convince the significant others in a student's life (administrators, parents, aides, and especially teachers) of the importance of participating in the guidance program. Once they are convinced of this importance, the task of coordinating their efforts arises. Therefore, consultants must develop coordinating skills.

These skills include the ability to assist school personnel to identify which student guidance needs they can help to meet. One simple approach is to state the identified need or problem so specifically that each school person can easily analyze whether s/he should be involved.

> Example: *If a large number of students in a middle school are known to have low self-esteem, the consultant could say to a teacher, "Our recent survey shows that 30% of your students have low self-concepts; of these students, one half have such low self-concepts that it affects their ability to do class work. They feel incapable of doing anything difficult."*

After identifying which school personnel will be involved in a guidance effort, the next step is to help them determine exactly what they will do and develop their plans. The consultant/coordinator then collects these plans and studies them to ascertain what is being done throughout the school in a specific guidance area--whether there is duplication and where there are gaps. It will be helpful for the consultant/coordinator to develop a matrix and a calendar so as to clarify plans and enlist the necessary school-wide or departmental support.

Example: *If a consultant is responsible for assisting needy secondary school students to obtain financial aid to continue their education or training, s/he could do the following: (1) Request U.S. History and Government teachers to have their students complete a checksheet to indicate the level of financial assistance, if any, which will be required; (2) Study these forms and develop a list of students who need financial aid information; (3) Assign the students to trained volunteer and/or school personnel (e.g., counselors, paraprofessionals, administrators, peer counselors, parents) to assure that they receive the needed assistance; (4) Reassign students whose problems are not fully met to a financial information specialist; (5) Coordinate these efforts by using a matrix and a calendar such as the ones shown below:*

Matrix

Student name	Grade level (11 or 12)	Level of financial assistance needed 1 - much, 2 - some, 3 - little	Advisor assignment		Was a follow-up assignment made?	Service completed
			Name of advisor	Title of advisor		
John Jones	11	2	Mr. Smith	Parent	No	11/3/79

Calendar

Date	Tasks
9/5-9/15	Identify and encourage selected school personnel and volunteers to serve as advisors.
9/15-10/1	Train the school personnel and volunteers to be financial advisors.
9/15-10/1	Have 11th and 12th grade Social Studies teachers identify the students who need financial aid information.
10/1	Assign students to financial aid advisors.
10/15-11/11	Monitor initial financial aid conferences.
11/1-12/1	Assign students who are referred for further financial aid information.
12/1	Study students' evaluation sheets to be certain their needs have been met.

These examples illustrate how a consultant can coordinate the major components of a school or department's guidance efforts. It will be noted that a major task of the consultant is to determine which functions will be required to meet a school's priority student guidance needs and then to carry them out.

Beginning Consultant Approaches

Processes for encouraging teachers to become involved in classroom guidance efforts and in selected consultant functions have been presented. Descriptions of beginning consultant approaches for assisting teachers and/or principals follow.

Teachers

The consultant can use two specific approaches to assist teachers to help their students: (1) Facilitate discussions among small groups of teachers about ways to resolve major class-related problems; (2) Model how to implement a problem-solving approach in the classroom.

Facilitate small-group discussions. It is to be expected that all teachers will have problems from time to time. Because a major portion of teachers' time is spent in the classroom, it is also to be expected that many of their problems will be class-related. Thus, a consultant often can best provide meaningful assistance to both students and teachers by working with problems that arise in the classroom.

Example: *A consultant can serve as facilitator for a group of teachers (3-8) who volunteer to meet for an hour before school, during lunch, after school, or during their preparation periods. The purpose is to provide them with an opportunity to share their classroom problems, discuss them with the group, and identify possible solutions. The process includes the following steps:*

1. *Volunteer teachers meet in a quiet setting.*
2. *The facilitator states the group's purpose and, with the group, develops operational rules such as: Are all the group members' comments welcome? Are criticisms of group comments permitted?*
3. *Each teacher writes a class-related problem statement (one to two paragraphs).*

4. *The group members agree on one or two class problems for discussion. A criterion for selection is that the problem(s) be one(s) which most of the teachers believe prevents them from helping students grow and/or learn.*
5. *A timelimit for the discussion of a problem is established (15 minutes, 30 minutes--depending on the seriousness of the problem).*
6. *The members "brainstorm" possible solutions to the selected classroom problem. All of the suggestions are accepted.*
7. *The consultant/facilitator can contribute to the content of the discussion if s/he is knowledgeable about the topic, but does not have to contribute if the topic is unfamiliar.*
8. *The facilitator takes five minutes at the conclusion of the group's discussion to summarize the recommended solutions.*
9. *If time permits, the facilitator requests the members to determine which of the possible solutions appears to have the greatest chance of success and therefore would be the best one(s) for teachers to use first.*

Teachers can be informed of this consultant service at a faculty or department meeting. If this service is offered, it should be done frequently and consistently. A consultant might plan to be available to facilitate groups of volunteer teachers one day each week, throughout the entire day. Each teacher could respond to a simple checksheet on the day before the group session with a "yes" or "no" regarding her/his participation and which time would be most convenient (e.g., before school, second period). This helps the consultant to know in advance when specific groups will meet. The consultant could also invite teachers who wanted assistance during a time when no other teachers could be present to join a special group that would meet before school, after school, or during the lunch period.

Teachers probably will not begin to use this service in large numbers. The consultant may have to announce the purpose and availability of the approach to teachers on several occasions. The consultant may even have to conduct a pilot effort with several teacher friends, asking them to help out by demonstrating the usefulness of the experience. The teacher friends then could be encouraged to advise their colleagues formally and informally of the value they received from this new service.

It might take several years before many of a school's teachers take advantage of the approach. Therefore, the criteria for judging the success of a consultant's beginning efforts include positive answers to the following questions: Are a few teachers benefiting as shown by their returning, not every week perhaps, but at least several times during the school year, and by their giving positive verbal evaluations after each session? Are the numbers of teachers participating in this activity slowly growing? It will require much effort to have this type of consultant service become an integral part of a school. The effort is worthwhile because the teachers receive assistance which can improve their ability to assist students in most meaningful ways and, in turn, make their teaching experiences more satisfactory.

Model a problem-solving approach. A second approach for the beginning consultant to use in serving teachers and students is modeling. Teachers sometimes have classroom problems involving a number of students which interfere with their helping these and other students to grow and/or to learn. Examples of this type of problem are the following: Several students "act out" by frequently talking. Several students have a habit of being tardy. Several students seldom bring their textbook or materials to class and always borrow from other students. A consultant could discuss possible ways to resolve any one of these problems with a teacher. However, teaching is a "performing" activity. Typical inservice training for teachers requires that they study and memorize information, with little emphasis given to showing them how to apply what they have learned. The latest educational research recommends that inservice training regularly include opportunity for a consultant to model while a teacher observes, and then for the teacher to practice. To model a problem-solving process and then to observe and critique a teacher's efforts to apply what was modeled is an important consultant approach.

> Example: *A secondary school English teacher has a group of first-year students who are frequently tardy, which is disruptive to the class. The teacher also has to repeat directions several times. She has admonished these students several times and has referred them to the Dean, but the problem persists. The teacher heard a consultant explain at a faculty meeting how s/he would, if necessary,*

model problem-solving approaches with students in a classroom. She also read about this new service in a special issue of the faculty newsletter. The teacher asks the consultant for help.

The consultant meets briefly with the teacher to discuss the problem. The consultant observes the class in question on one or two occasions to get a "feel" for the situation and to become a familiar face to the students. The consultant then leads the class in a discussion entitled, "What can we do about student tardiness?" The students first discuss why tardy students frequently have adverse effects on other students. The consultant lists their comments on chalkboard or newsprint.

The consultant then writes a problem statement that reflects the students' comments. For example, "The noise made by tardy students when they enter the room, the necessity for the teacher to repeat directions which makes the presentations disconnected, and the time consumed in dealing with tardy students has on occasion kept the teacher and the class from completing planned assignments. This results in the students becoming distracted, losing interest, and learning less--all because of the tardiness of a few students in the Period 3, English II class."

Students have an opportunity to discuss, question, and/or modify the problem statement. Students then are invited to suggest possible class rules which will help to resolve the agreed-on tardiness problem(s). All of the students' suggestions are accepted. The suggestions are reviewed one at a time. A suggestion becomes a rule only if the students reach consensus that it should. The rules will be used to guide the teacher's future conduct with those students who are frequently tardy.

If it is difficult for the students to discuss the problem openly or to state possible rules, an alternative approach is used. The students write down one or two ways frequently tardy students interfere with all students, and one or two possible solutions, on slips of paper. The consultant collects the slips of paper and writes examples from them on a chalkboard. Once a list is visible on the chalkboard the students who are concerned will feel reinforced and more comfortable about speaking out during a discussion.

The hypothesis for this approach is that students will more readily accept and follow rules that they

help develop, and that peer pressure will lend support to a teacher when carrying out these rules.

The teacher observes a consultant modeling the above process. S/he asks questions about the process. At a later date when another classroom problem arises, the teacher seeks help from the consultant. The consultant reviews the process with the teacher and observes the teacher using the process with her/his students to resolve the new class-related problem. The consultant offers constructive suggestions after observing the teacher's performance. The teacher is encouraged to use this process on her/his own when other classroom problems arise. The teacher also is advised that s/he can always raise questions or request further assistance from the consultant if such assistance becomes necessary. In short, the teacher observes the modeling of a process, practices what was modeled, receives one-to-one advice, and experiences follow-up assistance. This approach minimizes the risk for the teacher and therefore encourages her/him to experiment.

This consultant approach is time-consuming. However, it enables the teacher to handle major classroom problems more effectively. S/he will have acquired the skill needed to improve the learning environment and thus provide real help to all students. Therefore, it is truly time well spent.

Principals

The consultant can use two specific approaches to help principals become involved with the school's guidance efforts: (1) Provide them with a School Guidance Program Checksheet; (2) Provide them with guidelines for a program which focuses on their teachers' mental health.

School Guidance Program Checksheet. Administrators, especially principals, often are criticized for making their counselors and other pupil personnel services personnel assume too many quasi-administrative roles, which prevents them from performing priority guidance or counseling tasks. Part of this problem stems from the fact that many principals are not aware of alternative ways in which the school's quasi-administrative tasks can be handled, nor do they know what should be included in an effective guidance/counseling program and why. The

checksheet presented below can be very helpful in this respect. It suggests ways to distribute the quasi-administrative tasks so that pupil personnel services (P.P.S.) specialists can focus their efforts on meeting students' guidance-related needs. It also identifies guidance activities which research and practice show to be the ones most needed by students.

A school's P.P.S. staff should develop rationale statements for the guidance activity items on the checksheet to help the principal to determine whether an item does in fact relate to the students' priority needs.

A consultant can offer meaningful assistance by providing and discussing this checksheet with the principal. S/he also can use it as a communication and planning vehicle for working with the principal and staff.

Example:

Memorandum

To: *Principal*

From: *A P.P.S. Specialist*

Subject: *Establishment or modification of our school's guidance program*

Does our school provide our students and parents with the guidance activities listed on the attached checksheet? If not, please support their development as research and practice support their value. These activities will assist our students' growth as an important prerequisite to their being able to learn and to prepare for their futures. Thank you for studying this checksheet as a way of preparing for our future conference on this subject.

Principal's School Guidance Program Checksheet

Check (x) those items which apply to your students' priority needs. Place two checks by those for which you have inadequate activities or are not now meeting so that you can develop a plan to meet them.

Students

1. ____ Are identified because they have low self-concepts. (They are identified in a systematic way and at the earliest possible times.)

2. ____ Are referred for special group counseling and/or to outside agencies for special assistance if they have been identified as having low self-concepts.

3. ____ Receive ongoing assistance to develop "self-understanding." (They are helped to identify their interests, values, aptitudes, strengths.)

4. ____ Learn the importance of developing sound interpersonal relationship skills.

5. ____ Have the opportunity to attend an activity such as a mini-course and/or group counseling if they need to develop further their interpersonal skills.

6. ____ Attend orientation activities which introduce the school's programs and/or services. (Pamphlets, large and small group meetings, tours should be offered if the effort is to be a comprehensive one.)

7. ____ Develop decision-making skills through a program which includes learning decision-making principles and being able to apply them when making school- and postschool-related decisions.

8. ____ Discuss and consider possible "futuristic" scenarios as a background to their decision-making.

9. ____ Are identified if they have severe emotional and/or personal problems. They are referred by counselors and/or psychologists to appropriate outside agencies.

10. ____ Are provided with educational planning assistance.

11. ____ Are provided with career planning assistance.

12. ____ Are provided with financial planning assistance.

13. ____ Are provided with educational, career and/or financial planning assistance through combined classroom, Career Center, small-group and one-to-one conference efforts.

14. ____ Are provided with "effective" program scheduling assistance. (They understand the relationship of their courses to their plans.)

15. ____ Are used as peer counselors.

Parents

16. ____ Are informed about the school's programs and services.

17. ____ Are kept current regarding their student's progress.

18. ____ Are involved when discussions are made to help their students if they have special emotional, personal, educational, and/or career problems.

19. ____ Are advised how best to assist their students if they have special problems (e.g., provide study skills aid).

20. ____ Are provided opportunities to recommend how the school can meet their student's needs better.

Staff

21. ____ Learn from the Pupil Personnel Service specialists that it is important for all staff members to assist their students' growth as a necessary prerequisite to their learning.

22. ____ Learn from the P.P.S. specialists the importance of all staff working to establish a good learning environment as a prerequisite to their students' learning. (Note: Must include shared decision-making, open staff communication, fair classroom practices.)

23. ____ Are trained to assume selected guidance roles (e.g., learn how to orient students to their classes, how to identify and refer students with personal and/or emotional problems.)

24. ____ Are involved in deciding whether to help develop a Student Advisement Program as a part of a school's P.P.S. program. (If a Student Advisement Program exists, they have an ongoing opportunity to make modification recommendations.)

25. ____ Emphasize having P.P.S. specialists (especially counselors) spend part of their time serving as consultants so other staff will receive the training and support needed to perform the agreed-upon guidance tasks.

Management

26. ____ Has a School Guidance Committee which advises re priority student guidance needs, guidance policy, guidance goals and objectives. (Committee includes students, parents, teachers, P.P.S. specialists and administration representatives.)

27. ____ Has a person assigned to direct and coordinate the school's guidance activities.

28. ____ Has a matrix which shows who on the staff is performing each priority guidance activity.

29. ____ Has a time line which indicates when each priority guidance activity is performed.

30. ____ Has evaluation components included in all major guidance and/or counseling activities.

31. ____ Has a system for communicating to all staff what a school's guidance activities are, the roles the staff play, the accomplishments, and the future plans.

A review of the checksheet shows that a comprehensive, effective school guidance program requires much planning, total faculty involvement, the principal's active support, and P.P.S. specialists serving as consultants.

Teachers' mental health. Administrators, especially principals, have many important roles. However, an emerging priority role relates to their teachers' mental health.

In 1976 the Ohio State University's Counseling Department conducted a statewide study on teachers' mental health under the direction of Dr. Anthony Riccio. Dr. Riccio reported that 30% of the disabilities of teachers were due to mental problems. The divorce rate among teachers is exceedingly high, and one of every seven teachers is receiving psychological or psychiatric assistance.

Why are teachers having these problems? The study showed that each teacher has 1,100 psychological encounters daily with students. Teachers in dispute with students are considered guilty until proven otherwise because the public does not understand their roles. Schools are dealing with larger numbers of students than in the past, and one-sixth of all school children require psychological help. In 1950 five out of ten students completed grade 12; today, eight-and-one-half students out of ten complete grade 12. U.S. Senator Birch Bayh's recent report (1976) showed that 70,000 public school instructors face physical abuse each year. The situation is so serious that a recent U.S. News & World Report article (Teachers . . ., 1978) stated that a national teacher shortage is developing.

Dr. Riccio's study showed that many administrators do not understand their teachers' current situation. It is obvious that efforts to assist teachers must have administrative leadership and support. Thus, a major consultant approach is to assist a principal to develop and implement a program designed to address this major problem. Logic dictates that teachers must have positive mental health before they are able to provide effective instruction. Therefore, a meaningful way for a consultant to assist a principal, and in turn a school, is to help her/him to develop

an effective Mental Health Program for Teachers. Guidelines for developing the program are as follows:

1. The primary focus should be on prevention.

2. An advisory committee should be formed which includes teachers, administrators, paraprofessionals and P.P.S. representatives.

3. This committee should determine through a discussion and/or by a formal or informal needs survey whether teachers in their school need special mental health assistance. The committee should recommend whether a mental health program for teachers should be developed, and if so, should assist with the planning.

4. A school's Mental Health Program for Teachers should include:

a. A report to the faculty of The Ohio State University study's results.

b. An oral presentation by a local mental health consultant to the faculty, informing them that many in our society have mental health problems and that the problem levels vary considerably. S/he would emphasize that having a mental health problem does not mean that persons are weak or incompetent--it does mean that they may need help and owe it to their clients (students), friends, family to secure it.

c. Small-group meetings of teachers, administrators, P.P.S. staff are held to discuss whether they feel this type problem exists in their school, and if so, to develop a list of community- and school-related resources which might contribute to a solution.

d. The principal's open support.

e. Identification of teachers who may need assistance by the counselors and the school psychologist.

f. A resource list of outside personnel and/or agencies to which the identified teachers can be referred.

g. A liberal personal leave policy which allows teachers to take time off without involved explanations and red tape. (Teachers with emerging problems may prevent them from becoming serious if they can leave for several days when they first feel pressured.)

h. A quiet center or room where teachers can relax during their preparation periods.

i. A Stress Reduction Program which teachers are encouraged to attend.

j. Workshops for teachers' spouses so they can learn how to listen and provide other appropriate assistance.

k. Counselors available to discuss teachers' concerns.

l. Volunteer meetings for teachers each week where they can share their problems and brainstorm how to resolve them.

m. Atmosphere of encouragement and support among faculty.

A consultant can assist a principal to plan and implement such a program. S/he could offer to do much of the contact work (e.g., write for the Ohio State study, identify an outside mental health speaker, arrange for a Stress Reduction workshop, identify referral resources). These activities can be most important consultant functions.

These consultant approaches for assisting teachers and principals enable the consultant to provide meaningful, visible services which meet demonstrated important student and/or staff needs--an imperative if the consultant is to gain continuous support. Therefore, a consultant can limit her/his early consultation efforts to these activities and know that s/he is performing a valuable service which others will recognize and value.

Tying Beginning Consultant Efforts Together

If you recognize the importance of the consultant concept and wish to begin a consultant program at your school, you should utilize the planning forms (see Appendix) as well as consider the following:

Items	Already done	Will do	Will not do
1. Establish a school guidance committee.			
2. Conduct a school guidance needs survey.			
3. Write a pilot guidance proposal to present to your principal (2-3 pages).			
4. Encourage 2-3 pilot teachers to participate in a pilot classroom guidance effort.			
5. Have the teachers choose from the needs survey results those they find appropriate for classroom guidance efforts.			
6. Have each teacher choose one needs survey result for a pilot classroom effort.			
7. Have each teacher choose which consultant function(s) best applies to the guidance s/he chose.			
8. Assist each teacher to write a class guidance plan.			
9. Have the pilot teachers report their successes.			
10. Choose one teacher or principal approach and implement it.			
11. Develop matrixes.			
12. Develop time lines.			

Your beginning consultant efforts should be limited. Your initial successes will encourage other teachers to participate and your principal to support a more advanced consultant program. For this further effort you will need advanced consultant training.

Advanced Consultant Training Program

A comprehensive school consultant program requires that the consultant(s) obtain much training because, although this role builds on traditional Pupil Personnel Service staff competencies, it also requires development of new, more sophisticated skills. Consultants must upgrade their skills in communication and group leadership; they must acquire new skills as change agents, and in organizational and teaching areas; they need to enhance their ability to work with adults.

The traditional P.P.S. roles differ from the consultant role in focus and in the kinds of relationships developed in the school. For example, when consulting with an administrator, the focus is on the problem-solving task. When consulting with a teacher, the focus is on prevention, planning, and/or problem solving. In neither case is the focus on personal needs or concerns. The consultant joins with other school personnel to form a guidance team.

Other consultant activities further dramatize the differences between the old and new roles and the need for advanced training. A consultant helps to improve both the learning environment and communication among the significant persons within the learning milieu. A consultant brings together people with diverse responsibilities to engage in the common task of enhancing student learning. A consultant has an inservice function in helping others to learn about behavior. The consultant's role is still as a specialist in human behavior, her/his goal is still the improvement of the student's sense of worth and acheivement; but her/his scope now includes all who influence the learning environment and the students. This difference in roles and responsibilities calls for an advanced consultant training program.

Areas of Training

The advanced consultant training program will be concerned primarily with assisting consultants to develop the attitudes and skills necessary to conduct a number of commonly recognized consultant activities. It will also focus on the development of special attitudes and skills which meet specific needs of the school and/or students. Consultants will need

training in these areas: organizational strategies, interpersonal communication strategies, change agent strategies, group leadership strategies, resource identification, modeling and role playing techniques, one-to-one conference techniques, and specialized consultant approaches.

Organizational strategies. Consultants possess varied backgrounds in this area. Regardless of their backgrounds, however, they must realize that the use of sound organizational practices and time management techniques is important to their effectiveness. They must set priorities if some former tasks are to be set aside, reassigned, or handled differently, in order to provide the time needed to consult. They will avoid becoming frustrated as consultants if they plan carefully, budget their time, and work out implementation strategies which include moving into the role in manageable steps. For example, it is suggested that the consultant concentrate early efforts on working with teachers to achieve agreed-upon objectives, since teachers have the most significant impact of all school personnel on students.

School administrators should be on the alert for professional development programs or local course offerings relating to this area which consultants could attend. Because of their own management experiences, some administrators might offer the training themselves and tailor this training to their school setting.

Interpersonal communication strategies. There is a movement in school management which encourages staff involvement and open communication relative to decisions which will positively affect the school and/or learning environments. There is also growing recognition of the need for teachers to communicate better with students and to assist students to communicate better. P.P.S. staff are usually highly skilled in communication, but their experiences have mainly involved working with students. The consultant role requires that they become qualified to help administrators enhance staff communication so that problem-solving can occur. They must learn how to assist teachers to improve not only their own communication skills so as to relate more effectively with students, but also the communication skills of the students themselves. Many programs, courses, and consultants on interpersonal communication strategies are available.

Change agent strategies. Most relatively new consultants are not knowledgeable about the intervention techniques or strategies which best lead other people to change in a desired way. It is most important that, if possible, they participate in a workshop or course on effective change agentry. Some universities and colleges offer such courses. If no program or course is available in the vicinity, consultants could read the two modules developed by Benjamin and Walz (1979), in collaboration with the American Institutes for Research, which deal with the topic.

Group leadership strategies. The consultant provides services in a number of ways, the two most important being large- and small-group activities. Large groups are used primarily for information giving. Small groups are used most often for enhancing staff or student interpersonal relations, assisting others to improve their communication skills, planning, problem-solving, modeling, role playing, and developing support groups. Small groups are easier to assemble and provide an economical way of providing services. Therefore, small-group sessions form the primary vehicle by which the consultant provides services. Most consultants have had group leadership training and experiences. Conducting small groups effectively requires immense skill. Because consultants may have had limited experience working with adults in group settings, it is necessary that they upgrade their skills in group process.

A nearby university counselor-education or extension program might offer suitable courses, workshops, or staff assistance. The American Personnel and Guidance Association has a division entitled Association for Specialists in Group Work (ASGW). A letter addressed to this division and mailed to the APGA headquarters will be forwarded to the current division President. ASGW offers Group Leadership workshops and should be in a position to provide needed assistance.

Resource Identification. A number of resources exist to help consultants. Consultants should make a practice of referring to them on an ongoing basis as an important way of improving their services.

Types of people who can advise on consultant strategies are: elementary school counselors; college instructors; consultants from intermediate school agencies, State Departments of Education, business or industry, government agencies.

Many materials and media have been developed. Because of space limitations, only the most valuable resources known to the writer can be mentioned. These include The Consultant Process, by Carlson, Splete and Kean, 1975; The School Counselor Consultant, by Fullmer and Bernard, 1972; The Development and Evaluation of Criteria for Performance Contracting by Consultants to School Districts, by Champagne and Morgan, 1972; and Utilization of Consultants in Inservice Training, by Theimer, 1972.

Modeling and role playing techniques. An important consultant role is to demonstrate successful activities by modeling or role playing. Consultants vary in their modeling abilities and experiences, but they should have at least some role playing skills.

University counselor-education or extension programs should be able to provide courses, workshops, or staff who could assist in this area. If local assistance is limited or unavailable, consultants might use written and/or media resources to help them develop these skills, practicing with experimental groups established for this purpose.

One-to-one conference techniques. Consultants will use this approach to develop rapport with school personnel or students, to identify problems, to gain agreements from faculty members to participate in certain activities, and to handle special faculty or student concerns. Many consultants have had much experience in this area. Therefore, only limited inservice training should be needed. The inservice could be confined to training in interpersonal communication skills and change agent strategies.

Specialized consultant approaches. Special consultant activities are employed to meet particular guidance-related student needs. These include consultants working with peer counselors, teacher-advisors, and/or career or guidance aides in ways appropriate to their roles. Consultants also can train teachers to use successful guidance-oriented, instructional activities such as techniques to help students develop or maintain positive self-concepts. Teachers can be taught classroom activities which are easy to learn, easy to do, and require little class time. Their efforts will help to foster student growth, heighten class interest, and increase learning, and thus will represent time well spent.

The consultant can learn to train students to be peer counselors if a school decides to develop such a program. A number of peer counselor trainer programs exist. The teacher-advisor concept is being implemented in an increasing number of schools, and these schools can serve as a resource if an institution decides to start such a program. Consultants can obtain comprehensive materials which include strategies for training teacher-advisors by writing to: Advisement, Ferguson-Florissant School District, 655 January Avenue, Ferguson, Missouri 63135.

Many schools now use Career or Guidance Aides. Consultants can identify nearby schools who utilize the services of aides and make arrangements to observe their activities so as to develop such a program in their own setting. Most career or guidance aide training should be based on local needs. The consultant should identify these needs and then customize the aide training plan to meet them.

Advanced Consultant Training Plan Implementation Strategies

The program should be developed in stages. The stages are as follows:

1. Identify and/or study your students' guidance needs to determine if the school guidance efforts should be modified.
2. Decide on who will organize the training program.
3. Charge the P.P.S. staff with the responsibility of developing objectives for a consultant training program based on the identified needs and suggestions.
4. Assess the P.P.S. staff's attitudes and strengths.
5. Decide which members of the P.P.S. staff will be consultants.
6. Encourage the consultant trainees to consider the above suggestions to determine which activities are important, to establish training priorities, and to decide what levels of training are needed for each of the selected areas based on the staff's professional backgrounds and on what the schools' consultant program emphasis will be. (For example, they may need much assistance in the change agent area, but little in the one-to-one conference area.)
7. Develop a training program timeline.

8. Identify and secure the needed resources.

9. Include time for the consultants to experiment with students and/or staff.

10. Seek constant feedback from the consultants as to whether their needs are being met.

Note: The organizer of the program should take the leadership, in consultation with the trainees, for implementing Nos. 3 through 10.

Because major role modifications are required if consultants are to be involved in a comprehensive consultant program, they must be given advanced training. An Advanced Consultant Training Program will require time to develop and implement. Each area of the program should be assigned a priority. The training should begin in the area of highest priority, and should proceed on a step-by-step basis. The result will be highly trained consultants who can serve in significant ways.

Summary

Pupil Personnel Services staff should be encouraged to serve as consultants because in this role they can do the following: encourage all faculty to assist in their students' growth as a necessary prerequisite to learning; assist students in significant ways through a comprehensive, continuous guidance program; and help develop an improved school climate.

Consultants must use change agent strategies to assure success in their initial efforts. The strategies include identifying priority student guidance needs, gaining the principal's support for the program, choosing the pilot teachers with care, and providing planning and follow-up assistance to the teachers.

The seven functions a consultant can use to provide service are: (1) identifying priority student guidance needs; (2) providing guidance planning assistance; (3) serving as an instructor; (4) serving as a resource person; (5) modeling guidance approaches; (6) facilitating small groups; and (7) coordinating guidance efforts.

Four approaches which experience shows address priority guidance needs have been described, two to use with teachers and two with principals. Consultants can assist teachers by: (1) facilitating small groups of teachers to identify major classroom problems and develop solutions for them; (2) modeling how to implement a classroom problem-solving approach. They can assist principals by: (1) providing a School Guidance Program Checksheet which will help them to manage guidance efforts and to know what priority guidance services should be; (2) providing them with guidelines for a program to improve teachers' mental health. The beginning consultant is encouraged to focus her/his early efforts on any one of these four as a way of providing important services which will gain administrator and teacher support for further consultant efforts.

An Advanced Consultant Training Program includes inservice in these areas: organizational strategies, interpersonal communication, change agent strategies, group leadership strategies, resource identification, modeling and role playing techniques, one-to-one conference techniques, and specialized consultant approaches. Consultants are encouraged to develop a long-term inservice program to meet their own and their school's needs after establishing through their initial consultant activities that the need and support for consulting do exist.

The time and effort required to develop a successful consultant program is well spent when you consider that the result will be trained consultants who can help the school staff to improve their abilities to meet current legitimate student needs and to enhance their effectiveness in helping students to grow and learn.

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APPENDIX

PREPLANNING WORKSHEET

Name _____ Job Title _____

School _____

Steps I will take to prepare for introducing consultant activities into my school:

1. My readings will include: (Check References section.)

2. People I may contact for advice about the consulting process are: (Example: State Department of Education consultants, Intermediate Unit or County Office consultants, District Office consultants, college or university counselor educators, industry consultants, government agency consultants, elementary school counselors).

3. Names of community people I could contact. (State why you chose each person.)

4. Names of district school personnel I could contact. (State why you chose each person.)

5. I will will not (Circle one) establish a school steering committee. Why or why not?

   If you will, list the names of the people who will serve on the committee and state briefly your reasons for selecting them.

6. I will develop the plan by (date) _____.

Note: This is a sample of a typical preplanning worksheet to be used by a beginning consultant. More space should be allowed for each statement on the actual form used.

TEACHER CLASSROOM GUIDANCE PLANNING FORM

Subject _____ Teacher _____

Grade level _____

1. My rationale for this classroom guidance plan is (why I am doing it):

2. My three guidance objectives are:

3. My major activities for each of these objectives are:

4. My evaluation strategies are:

5. The resources I will need are:

6. This plan will take _____ class periods to implement.

7. I will present it in my class(es) on these dates _____

   and during these periods _____.

Note: This is a sample of a typical planning form to be used by teachers. More space should be allowed for each statement on the actual form used.